

## **Abstract**

### **CCGP Data Project Report (Large Group)** **Brighton High School** **June 2008**

Brighton High School continuously strives to support our school DRSL's. In an effort to improve support of the DRSL that addresses Continuous Learning the counseling department has implemented this ongoing study designed to improve college readiness by increasing the number of junior students who take the ACT exam in April of the 11<sup>th</sup> grade.. Many pathways lead to college as a next step and college readiness is critical for many students. This study was designed to improve college readiness by increasing the number of junior students who take the ACT exam in April of the 11<sup>th</sup> grade year. Several strategies were implemented to increase awareness of the ACT exam and to facilitate timely registration. The intervention during the first year of this study (2007) showed an increase of 4.86 % in the number of junior test takers over the previous year. This year's study showed a small decrease of .78 %. Even though the number of students taking the ACT in April of their junior year has increased since 2006, the results justify continued efforts to focus counselor efforts in this area in the future.

### **Utah CCGP—Guidance Activities Discription (Large Group) 2007-2008**

School:	Brighton High School (Jordan School District)
Target Group:	Junior Class
Selection Basis:	In order to support the school DSRL that addresses Continuous Learning, ACT participation is a important step towards college readiness. Students must be prepared to take the “next step” towards continued progress developed in their career pathways. In many cases, this means applying to college.
Guidance Lesson Content:	Presentation of the purpose/importance of the ACT for college readiness. Students will receive ACT test information and a specific date for the April exam will be discussed during the SEOP meeting and written on the junior SEOP document (January-February). ACT reminders will be given to each student at their SEOP. Specific dates are presented on the “Junior Timeline”. Public address system will be used by the counselors to remind students of registration deadline (March). ACT

registration information and deadline for registration will be sent home in the community newsletter (February).

CCGP DRSL:	Increase the number of ACT test takers in the junior year to improve college readiness.
Curriculum/Materials:	ACT informational literature, ACT registration packets, Dates and link to ACT online registration posted on BHS Guidance Center website.
Start/End Dates:	November 2007/March 2008
Students Impacted:	645
Presentation:	Junior SEOP appointments
Evaluation:	ACT profiles for the junior class will compared between April 2007 and April 2008.

#### **Utah CCGP—Guidance Activities Results Report (Large Group) 2007-2008**

Counselors:	Linda Dangerfield, Allyson Hanks, RaNae Smith, Rebecca Turco
Target Group:	Junior class
Curriculum/Materials:	ACT informational literature, ACT registration packets, dates and link to ACT online registration posted on BHS Guidance Center website.
Start/End Dates:	November 2007/March 2008
Process Data:	645 junior students enrolled 2008 compared to 642 junior students enrolled 2007 (see attached Excel data)
Perception Data:	225 junior students tested April 2008 compared to 229 junior students tested April 2007

Results Data:

34.88% of the junior class took the ACT in April of 2008 compared to 35.66% of the junior class that took the ACT in April of 2007.

Discussion:

Counselor guidance activities (Identification of the ACT test during the SEOP, P.A. announcements, community newsletter, and website access) appear to have an impact in the number of ACT test takers in the junior year, therefore improving college readiness. Counselors should continue these interventions and based on 2008 results investigate new ones for future use. Counselors must continue to look at ACT profile reports to determine guidance intervention effectiveness.

## Abstract

### Utah CCGP – Data Project Report Small Group Brighton High School June 2008

Brighton High School offered remediation classes to junior and senior students who had not passed the math portion of the UBSCT. This class was designed to increase the pass rate of the test. Several strategies were used to promote the class. Eleven student enrolled in the UBSCT class and 7 passed the test.

School:	Brighton High School (Jordan School District)
Target Group:	Junior and Senior students who have not passed the math portion of the UBSCT.
Selection Basis:	Junior and senior students that had not passed the math portion of the UBSCT test.
Guidance Lesson Content:	Practice tests, sample questions, one on one tutoring were provided for the students.
CCGP DRSL:	Increase the passing rate for the math portion of the UBSCT.
Curriculum/Materials:	Sally Matsen(teacher), teacher generated tests, sample questions .
Start/End Dates:	September 25- October 16
Students Impacted:	11
Presentation:	UBSCT remediation class for 4 to 6 days
Evaluation:	How many students pass the math portion of the UBSCT?

## Utah CCGP – Guidance Activities Results Report (Small Group) 2007-2008

Counselors:	Linda Dangerfield, Allyson Hanks, Rebecca Turco, RaNae Smith
Target Group:	Junior and Senior students who have not passed the math portion of the UBSCT.
Curriculum/Materials:	Eleven students met in a remediation class for four to six two hour sessions. Practices tests, sample questions, and one on one tutoring was provided for the students.
Start/End Dates:	September 25- October 16
Students Impacted:	11
Process Data:	7 of the 11 students passed the math portion of the UBSCT test.
Perception Data:	Students that attended and participated in the UBSCT remediation class increased their chances of passing the exam.
Results Data:	64% of the juniors and seniors that attended the UBSCT remediation class passed the math portion of the test.
Discussion:	It is important for Brighton High school to continue to provide the UBSCT remediation class in order to meet the needs of students struggling to comprehend the concepts covered in the math section of the UBSCT.

## UBSCT Prep Winter 2007

Name	Baseline Score	Post Score	Days Attended	Total Days
	152	158	5	6
	154	158	5	6
		17	6	6
	152	170	6	6
	150	147	6	6
	157	161	4	6
	154	162	4	6
	154	159	4	6
	159	167	4	6
	152	167	5	6
	154	162	4	6



## **Electronic Data Reporting Template**

**Guidance Activities Results Report (Large Group)**

**School: Copper Hills High School**

**Target Group: Entire 11<sup>th</sup> grade student body**

**Target Group selection is based upon: Students attending PAWS class (Partnering Adults with Students)**

**Key Word: Vocational Training and Academic Preparation**

### **ABSTRACT**

The purpose of this activity is to measure the general knowledge of students regarding career exploration, academic preparation, and experience and skills needed before entering a vocation.

### **PROJECT DESCRIPTION**

All eleventh grade students that attend a PAWS class were asked to participate in a series of activities at least once per month during class. PAWS classes meet on a weekly basis with the objective of adults making a connection with every student attending Copper Hills High School (Partnering Adults with Students). With information being provided on various post secondary planning, students were able to explore and discuss the relative issues that affect their lives. Student participation was encouraged in an effort to evaluate the effectiveness of information being provided.

### **Introduction**

- Desired outcomes are to provide information to students that will be entering post secondary programs, or in obtaining employment.
- Encourage students to set goals and improve their decision-making/communication skills.
- Assist students in evaluating opportunities that may best help in post secondary options.

### **Participants**

- All 11<sup>th</sup> grade students with a scheduled PAWS class participated in activities and received vocational and academic information.
- There are currently 646 eleventh grade students attending Copper Hills High School.
- Responses from 567 eleventh grade students were used to evaluate this large group activity

### **Method**

- A pre survey was given to all 11<sup>th</sup> grade students attending PAWS classes during the beginning of the academic school year to evaluate general knowledge within the area of vocational and educational preparation.
- Students received vocational and academic information through the PAWS classes and participated in classroom activities regarding the following topics;
  - September- Post High School Organization: Skill building and planning
  - October- Self Evaluation: Preparation for the world of work
  - October- Post High School Tour: Comparative view of Utah Colleges

- November- Decision Making & Setting Goals: Society's expectations
- January- Benefits of JATC & Concurrent Enrollment Opportunities: Career and post high school training preparation
- January- Education Pays: Exploring the cost of living
- February- Job Application Process: Being prepared for work
- March- Active Listening: Communication skills necessary for the workplace
- May- "Movin On", Life After High School; College/ vocational training, bills, finding work and support.... where to look for help
- A post survey was given to all 11<sup>th</sup> grade students attending these classes at the end of the school year to determine effectiveness of material presented

## RESULTS

### Pre- Post Survey Questions

- False 1. Most people have the ability to do well in any job if they set their minds to it.
- False 2. Except for the income it provides, your job has little influence on your way of life.
- False 3. It is typical to spend about the same amount of time between your family/ leisure activities and work.
- True 4. Many students going to college will interrupt their schooling, or completely stop attending school to go to work.
- False 5. There is only one "right job" for you in terms of your ability.
- False 6. Most people remain in the same job throughout their adult lives.
- True 7. Apprentices are paid while they learn.
- True 8. The State Employment Office provides free information about job openings and job training programs.
- True 9. Two-thirds of all existing job openings do not require a college degree.
- False 10. Programs at 2-year post-secondary institutions are limited to students who want to transfer to four-year colleges.
- False 11. Entering an occupation is the best way you can learn whether you might like it.
- True 12. Fewer than 50% of the students going to college graduate within ten years.
- False 13. The earlier you choose life's work, the better.
- True 14. Today's high school graduate will change jobs 10 times and careers 6 times.
- True 15. 80% of the people that lose a job are caused from personality problem.
- True 16. In the next ten years, industries that provide a service will account for most of the new jobs.
- True 17. By the year 2010, American will need an additional one quarter million additional engineers.
- True 18. More than 75% of high school graduates will go directly into the workforce.
- True 19. Less than 33% of American employers believe recent high school graduates are prepared to hold jobs in their businesses.
- True 20. By the time an American reaches the 12<sup>th</sup> grade, a person of the same age in Japan and Germany has accumulated a total of four more years in school.
- True 21. Students can increase their future income by over 15% for each year they stay in school.
- True 22. The average American spends more waking time in work related activities (including Homemaking) than any other related activity.
23. Which will the labor force probably be like 10 years from now?
- A. Most jobs will require four or more years of college
  - (B) There will be a greater percentage of jobs for those with technical skill acquired beyond high school.
  - C. There will be a greater percentage of jobs for unskilled workers
24. Which of the following is the best way to begin a career?
- A. Look at what is available in the job market.
  - B. Take tests to find out what you should do.
  - (C) Decide what it is you consider most important in life.
25. If you are interested in so many occupations you cannot make up your mind, you should first:
- (A) Find out more about what each occupation is like.
  - B. Try out as many jobs as you can
  - C. Try one, and if you like it, stick with it.



26. Which of the following is probably the best way for you to find out whether you would like the work of a carpenter the work of a carpenter?
- A. Ask a counselor
  - (B) Get “hands-on” experience through various adult education courses or work experience.
  - C. Talk to a building contractor.
27. You’re now employed as a retail clerk and think you might be interested in a medical career. Where would you get some preliminary information?
- A. Look up medicine in the dictionary.
  - B. See a counselor to find out what options are available.
  - (C) Review the “Health Services Occupations” in the Occupational Outlook Handbook
28. You have been accepted by 2 colleges. College A’s costs are higher than College B’s. You cannot make a choice. What is the first thing you are to do?
- (A) Make a list of what you expect to get out of college and compare the two schools that way.
  - B Choose College A and write to the financial aid office there for information.
  - C. Choose College B because it will cost less

### Overall Increase/Decrease in Career Education responses derived from Pre-Post Survey

Question #	Pre-Survey Question # incorrect responses	Post-Survey Question # incorrect responses	Area of Exploration	% Increase/Decrease between Pre/Post Survey
7	174	135	Job Training	+23%
8	65	57	Job Training	+10%
9	211	193	Job Training	+9%
11	218	198	Job Training	+10%
14	190	92	Job Training	+100%
19	158	123	Job Training	+29%
23	202	162	Job Training	+24%
2	113	77	Career Exploration	+40%
5	81	80	Career Exploration	0
6	204	143	Career Exploration	+40%
13	229	198	Career Exploration	+15%
16	124	100	Career Exploration	+24%
17	97	82	Career Exploration	+19%
24	155	137	Career Exploration	+10%
25	159	133	Career Exploration	+20%
26	102	93	Career Exploration	+9%
27	202	172	Career Exploration	+18%
28	129	114	Career Exploration	+10%
4	152	113	Education	+35%
10	164	124	Education	+18%
12	160	122	Education	+30%
20	154	75	Education	+100%
21	84	80	Education	0
1	260	288	Work Related Activities	-10%
3	201	169	Work Related Activities	+19%
15	130	127	Work Related Activities	+4%
18	125	93	Work Related Activities	+35%
22	158	82	Work Related Activities	+90%

### DISCUSSION

The results indicated that there was at least 4% improvement in answering the post survey questions correctly compared to the pre survey results. The average increase in

responses for the post survey was at least 27%. This might indicate that students generally are aware of the trends in educational, career and vocational training expectations. This might also support efforts in presenting information to students through the PAWS program. Active participation by students during class might have increased the knowledge obtained throughout the year.

Suggestions for improvement in the dissemination of information might include active participation from the business community in our PAWS classes. Current trends could be addressed by our local community and business leaders and might make more of an impact on our students. It would also be helpful in the future if the high school could receive information from all of the Utah colleges and universities regarding student participation in post secondary training.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Copper Hills High School**

**Target Group: All grade level students referred by Guidance Counselors**

**Target Group selection is based upon: Students needing assistance with personal and social relationships**

**Key Word: Fostering Healthy Relationships**

### **ABSTRACT**

A group of female students were invited to participate in a small group exercise with the purpose of addressing issues surrounding the fostering of healthy relationships with their parents, family members, teachers, and peers. The intended outcome will help students improve communication, gain confidence in decision-making skills, and help each to recognize at-risk behaviors and how it affects relationships

### **PROJECT DESCRIPTION**

Students were selected based on counselor referral to the program. This group was to meet for one and one half hour on a weekly basis over a six week period to discuss the positive and negative aspects in their relationships with family and peers. Through group discussion and instruction, students were challenged to explore changes that were possible in their lives that could foster more positive relationships. By doing so, the hope would be to help each student change their views of self worth, increase their awareness in relationships, and influence their goals for the future

### **Introduction**

- Desired student outcomes are to help participants recognize and develop skills which encourage self confidence in decision making skills
- Recognition in the development of healthy relationships
- Encouragement of self control and anger management skills
- Positive communication with parents, family, and peers

### **Participants**

- Students were referred by their guidance counselors and invited to participate based on at-risk behaviors
- Five female students initially volunteered to participate in this group exercise

### **Method**

- Students meet weekly for one and one half hour during the school day
- Group meetings were organized over a six week period
- Students were required to return a permission form from parent/guardian to participate
- All members of the group were asked to complete a pre-assessment survey

- Participants received an introduction to group rules, expectations, and communication skill development
- Journaling activities were required and an evaluation of their perception of healthy relationships
- Each student participated in discussions regarding listening and communication skills, development of self-esteem, and anger management
- At the conclusion of the final activity, students were asked to complete a post-assessment survey

## RESULTS

The results of the group interaction indicated a significant increase in the **student's perception in the understanding of healthy relationships**. Before these group meetings began, students felt that they may have a fair to average understanding of the subject matter. At the completion of the series of meetings, all students felt that they had gained an average to high understanding in the meaning of a healthy relationship.

Students commented that their current **interest in school** at the beginning of the year was about poor to average, but at the end of the first quarter the interest level had increased from an average to a high level of interest.

The pre-survey assessment indicated that many of the participants had a poor to average **image of self worth**. Students indicated a slight increase in positive self image toward the end of the group sessions.

Participants said that the group process helped them in **recognize** when there was **positive interaction in their relationships**. The survey questionnaires supported a slight increase in how each felt in progress with current relationships.

## DISCUSSION

Students were able to express their opinions regarding adolescent issues. Most of the students had questions about the **development of rewarding relationship** with parents and friends.

Many of the students found that the group process was helpful in gaining an understanding of how behavior and **actions taken often reinforce positive or negative attitudes** between friends and family. Adolescents who tend to focus on their failure often choose unhealthy relationships and behave in ways that reinforce this position.

Discussion included the value of **self-determination** in groups and that the impressions that each student leaves with their parents, family and friends have a role in determining how they are received by others.

Suggestions for improvement of the group process included lengthening the amount of time for meetings and expanding the topics of discussion. Most of the students felt that they had more to contribute if there had been more time scheduled to meet. Students expressed their gratitude for the forum made available to them and felt that the process was constructive and that the problem solving activities would help them in the future in looking for positive relationships.

## **Abstract**

### **CCGP Data Project Report (Large Group)**

#### **Jordan High School**

**June 2008**

Jordan High School recently transitioned to smaller learning communities. This includes the creation of distinct career academies that allow students to focus on a “major” which directs their studies in a meaningful pathway to allow them to see school to work connections. Many pathways lead to college as a next step and college readiness is critical for many students. This study was designed to improve college readiness by increasing the number of junior students who take the ACT exam in April of the 11<sup>th</sup> grade year. Several strategies were implemented to increase awareness of the ACT exam and to facilitate timely registration. The intervention this year showed a decrease of 4.71 % in the number of junior test takers over the previous year. This decrease is disappointing which send our efforts back to the drawing board to motivate and encourage students to take the ACT and justifies continued efforts to focus counselor efforts in this area in the future.

## **Utah CCGP—Guidance Activities Action Plan (Large Group) 2007-2008**

School:	Jordan High School (Jordan School District)
Target Group:	Junior Class
Selection Basis:	In order to support the school CSIP goal of Smaller Learning Communities (the creation of Career Academies) and the school DSRL that it addresses, Life-Long Learning, college readiness as an extension of career academies is an important goal. Students must be prepared to take the “next step” to continue the pathway they have developed in their career academy. In many cases, this means applying to college.
Guidance Lesson Content:	Presentation of the purpose/importance of the ACT for college readiness. Students will receive ACT test information and a specific date for the April exam will be discussed during the SEOP meeting and written on the junior SEOP document (November/December/January). Counselors will visit all junior English classes just prior to the registration deadline for the April exam with registration materials (March). Public address system will be used by the counselors to remind students of registration deadline (March). ACT registration information and deadline for registration will be sent home in the community newsletter (February).
CCGP DRSL:	Increase the number of ACT test takers in the junior year to improve college readiness.
Curriculum/Materials:	ACT informational literature, ACT registration packets, Dates and link to ACT online registration posted on JHS Guidance Center website.
Start/End Dates:	November 2007/March 2008
Students Impacted:	549
Presentation:	Junior SEOP appointments and junior English classes.
Evaluation:	ACT profiles for the junior class will compared between April 2006 and April 2007 and April 2008.

## **Utah CCGP—Guidance Activities Results Report (Large Group) 2007-2008**

Counselors:	Pepper Poulsen, David Shirley, Suzanne Oakeson, Nancy Ennenga
Target Group:	Junior class
Curriculum/Materials:	ACT informational literature, ACT registration packets, Dates and link to ACT online registration posted on JHS Guidance Center website.
Start/End Dates:	November 2007/March 2008
Process Data:	549 students enrolled 2008 compared to 595 students enrolled 2007 (see attached Excel data)
Perception Data:	143 students tested April 2008 compared to 183 students tested April 2007 (see attached Excel data)
Results Data:	26.04% of the junior class took the ACT in April of 2008 compared to 30.75% of the junior class that took the ACT in April of 2007.
Implications:	<p>Counselor guidance activities (Identification of the ACT test during the SEOP, classroom visits, P.A. announcements, community newsletter, and website access) did not appear to have an impact in increasing the number of ACT test takers in the junior year. One reason for the decrease in students taking the ACT this current year during the April administration could have been the fact that Prom was scheduled the same day.</p> <p>Even with the decrease in the number of students taking the ACT counselors should continue these interventions in the future and continue to look at ACT profile reports to determine guidance intervention effectiveness.</p>

## **Abstract**

### **CCGP Data Project Report (Small Group)**

#### **Jordan High School**

**June 2008**

This project is an intervention study designed to determine if the gap between graduation rates of a targeted group of at risk seniors and the overall graduation rate could be significantly impacted. For the past two years, Jordan High School has had an overall graduation rate of 92% with this year the graduation rate being 90% (this is on-time graduation). In this study, 38 seniors were identified for special interventions that included monthly guidance meetings with counselors, quarterly contact with parents/guardians, and incentives for progress. In this year's study, the graduation rate of the target group was 37%. This is a decrease in last year, but continued effort by the counselors is necessary to achieve a more satisfactory percentage.



### **Utah CCGP—Guidance Activities Action Plan (Small Group) 2007-2008**

School:	Jordan High School (Jordan School District)
Target Group:	Seniors with credit deficiencies ranging from 1.5 to 4.0
Selection Basis:	Seniors are selected on a basis of credit deficiency. The target group is those seniors who have a credit deficiency range between 1.5 and 4.0 credits at the beginning of their senior year. Students must not be on an IEP or receiving any other special services.
Intended Student Behavior:	Graduation
CCGP DRSL:	AL (A1.2, A1.3, A2.2, A2.3, A3.3, A3.6, C1.1, C1.4, C1.5) LC (A1.1, A1.2, C1.5, C2.1, C2.3, C2.4) PS (A1.2, B1.1, B1.2, B3.3, C2.6, C3.1, C3.2)
Interventions:	This group of seniors is seen as very capable of graduating but needing extra guidance services to ensure their graduation from high school. All students identified will meet monthly (at a minimum) with their guidance counselor to track and receive guidance and incentives as they progress towards graduation. In addition there will be a face to face meeting with each student and their parents early on in the school year and then follow-up meetings with parents on a quarterly basis. Students will also be referred to their respective assistant principals on a quarterly basis for additional support.
Resources:	Tracking sheets to ensure guidance goals, incentives (restaurant certificates, movie passes).
Evaluation Method:	Compare graduation rate of this group to overall school graduation rate.
Start/End Dates:	September 2007/June 2008
Students Impacted:	38

### **Utah CCGP—Guidance Activities Results Report (Small Group) 2007-2008**

Counselors:	Pepper Poulsen, David Shirley, Suzanne Oakeson, Nancy Ennenga
Target Group:	Seniors with credit deficiencies ranging from 1.5-4.0
Curriculum/Materials:	Tacking sheets/incentives/parental contact information
Start/End Dates:	September 2007/June 2008
Process Data:	38 students were initially identified as having credit deficiencies in the target range.
Perception Data:	Each counselor used a tracking sheet to document monthly student and quarterly parent meetings.
Results Data:	14 of the 38 targeted students graduated from Jordan High on June 3, 2008. Eleven of the 38 transferred to an alternative high school. Thirteen of the 38 did not graduate.
Implications:	If transfer student are taken out of the equation, 71% of the remaining students that were being serviced graduated. Overall approximately 90% of all Jordan High seniors graduated on time. Recommendation is that he study/service continues for several years to see of the gap between the two percentages is lessened. This is the third year of the study. Last year the overall graduation rate was 92%. What needs to continued to be studied, if the project is to continue, is the gap between the study group and the overall rate.



## Utah CCGP – Intentional Guidance Activities Results Report (Large Group) 2007-2008

**School:** Riverton High School

**District:** Jordan School District

**Target Group:** Incoming Sophomores

**Target Group selection is based upon:** Sophomore Summer Institute will be advertised to all incoming sophomores and will be open to the first 200 sophomores who enroll.

### ABSTRACT

To help students transition to high school, the Riverton High counselors host a summer institute for incoming sophomores. Students receive flyers advertising the institute in their registration packets, and they sign up for the institute during registration. Over the course of four days, students participate in a variety of activities designed to help them develop new friendships, alleviate concerns about starting high school, and review skills that can help them experience success during their high school years. Surveys completed by students at the end of the institute showed that students viewed the institute favorably and would recommend it to their friends.

### PROJECT DESCRIPTION

#### Introduction:

Many students find the transition from middle school to high school difficult. As a result, the Riverton High School counselors host a four-day summer institute for incoming sophomores to help ease the transition and motivate students to get involved. The institute is held prior to the start of the school year and is free of charge. Each day of the institute, students participate in a variety of activities and workshops to help them get acquainted with other students and to develop skills for success.

#### Participants

The institute is advertised to all incoming sophomores and is open to the first 200 sophomores who enroll. This year, 83 students were involved in the institute.

#### Method

- Guidance Lesson Content

Students will participate in activities designed to help them

- 1) develop new friendships,
  - 2) alleviate concerns about starting high school, and
- review skills that will help them experience success during their high school years

- Curriculum and Materials

- 1) Computer Concentration Game about Administration, Faculty, & Staff
- 2) Get Acquainted Games / Trust Activities
- 3) School Scavenger Hunt
- 4) 20 Minute Lessons on Time Management/Goal Setting, Organization/Study Skills, and Working with Teachers
- 5) Team Building Activity: Building Balloon Towers
- 6) Distribute T-Shirts and Take Pictures of Students Grouped by the Month in Which They Have Birthdays. (For Display in the Counseling Office)
- 7) Barbeque/Closing Social with Administration

- Project Start and End Dates: 8/13/2007 – 8/16/2007 from 11:00 a.m. – 12:00 p.m.

- Class or Subject in which the Lesson will be Presented:

Sophomore Summer Institute is held on 4 consecutive days prior to the start of the school-year.

- Evaluation Method:

Participants will complete an open-ended questionnaire at the end of the institute.

- Counselors(s): Cristy Eastwood, Nancy Karpowitz, Teresa Klanderud, Janeen McMillan, Jerry Payne, and Debi Warr
- Other Support Staff:  
Daily: Student Body Officers  
Barbeque/Closing Social: Principal, and Vice Principals

## RESULTS

An open-ended questionnaire was distributed to all of the students who attended the barbeque/closing social, but only 43 participants turned in a completed questionnaire. Some students listed several answers for each question. The responses to each of the six questions on the questionnaire are summarized as follows:

### 1. Why did you sign up for Sophomore Institute?

- The top reasons for signing up for the institute were social  
Sounded Fun/Interesting (13 Students)  
Wanted to Get Acquainted/Meet New Friends (7 Students)  
Were Recruited by a Friend (3 Students)  
Did Not Have Anything Better to Do (2 Students)  
Wanted to Meet the Studentbody Officers and Faculty (1 Student)
- The next main reason was because a parent signed them up (9 Students)
- There were some reasons related to school.  
Wanted to Get to Know the School (9 Students)  
Wanted to Learn How to Be Organized (3 Students)  
Wanted to Learn Study Skills (1 Student)
- One student signed up because it was free.

### 2. What was your favorite activity?

- The favorite activities were related to the social aspects of the institute.  
Team Building Activities (13 Students)  
Barbeque/Closing Social (8 Students)  
Learning Cheers & School Song (3 Students)  
Making Friends (1 Student)  
Getting a T-Shirt/Having Pictures Taken with Other Students (1 Student)
- The school related activities were the also favorite activities of many of the students.  
School Scavenger Hunt (8 Students)  
School Success Workshops  
Getting Teachers to Work for You (6 Students)  
Time Management Game (6 Students)  
Organization (5 Students)

### 3. List 3 new friends

All but 3 of the students were able to list three new friends, and all but one student were able to list at least 1 new friend. Only one student did not list any new friends

### 4. What is your biggest concern about starting high school

- The biggest concerns were school related.  
Getting Lost/Getting to Know the School (24 Students)  
Homework and Getting It Done (4 Students)  
Waking Up on Time (3 Students)  
Getting to Class on Time (1 Student)  
Grades (2 Student)  
Block Schedule (1 Student)  
Not Having Free Time (1 Student)

- Some students also had social concerns.  
Not Having Friends/Fitting In (3 Students)  
Being Involved (1 Student)  
Number of Students (2 Student)  
Being the Underdog (1 Student)  
Rude Students Who Did Not Attend the Institute (1 Student)  
Mean Teachers (1 Student)
- Only 3 students did not have any concerns.

5. Has Sophomore Institute helped you feel better about that concern? How?

- A majority of the students felt that the institute had helped them feel better about their concerns.  
Yes (23 Students)  
Sort Of (12 Students)  
No (8 Students))
- The following comments were made to show how concerns were addressed.  
Got to Know the School (7 Students))  
Learned A Lot (7 Students)  
Got to Know More Students (8Students)  
Feel More Prepared (2 Student)  
Learned to be Organized and have a Plan (4 Student)  
Learned How to Have Less Stress & Handle It Better (1 Student)  
Was Told Teachers are Nice (3 Student)  
Group Activities (2 Student)  
It's been a good experience. (3 Student)  
I didn't help with main concern but did help with others (2 Student)  
I didn't get to go to own classes (2 Student)  
I am still concerned about rude students who didn't attend Sophomore Institute. (1 Student)

6. Would you recommend Sophomore Institute to a friend?

- All but one student said they would recommend Sophomore Institute to a friend.
- Yes (42 Students)  
Sure (0 Students)  
No Response (1 Student)

DISCUSSION
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By all measures the second annual Riverton High School Sophomore Summer Institute was a success. Even though the counselors planned for 200 students and only 83 signed up to participate, everyone was pleased with the response. Throughout the entire institute there was a positive energy and students seemed excited to be there and be involved each day. Support of the administration was a key factor. Principal Park provided funds for the student planners, specially designed t-shirts, prizes for games, and the barbeque. The vice-principals cooked and served at the barbeque, and Principal Park talked to the students both individually and as a group and gave prizes to students who could sign the school song. The student body officers were a tremendous support and helped get things going every day with cheers and ice breakers. They participated in workshops and encouraged students to attend. Planners that were not given out at the institute were distributed to students throughout the fall during conferences with counselors. Extra t-shirts will be used for next year's summer institute. The favorable comments and ratings students provided on the questionnaire reinforced the general feeling that this was a worthwhile as well as fun activity. It was interesting to note that only one more student signed up than last year, and the responses to the surveys were within one to three points of last years results. This is definitely a tradition Riverton High School will continue. To encourage additional participation, counselors are working on finding a more exciting title for the institute.

# Utah CCGP-Guidance Activities Action Plan (Large Group) 2007-2008\*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2007

**School:** Riverton High School **District:** Jordan School District

**Target Group** (whole school, entire class): Incoming Sophomores

**Target Group selection is based upon the following data/information/school improvement goal:** Many students find the transition from middle school to high school difficult. As a result, the Riverton High School counselors decided to host a four-day summer Institute for incoming sophomores to help ease the transition and motivate students to get involved. The institute will be advertised to all incoming sophomores and will be open to the first 200 sophomores who sign up to participate in a series of workshops that will help them get acquainted with other students and to develop skills that will help them have a great year. The institute will be free of charge.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students will participate in activities designed to help them 1) develop new friendships, 2) alleviate concerns about starting high school, and 3) develop skills that will help them experience success during their high school years.	<u>RHS DRSL:</u> Citizenship: Students will be on time, be involved, and be prepared for life.  <u>UCCGGP Student Outcomes:</u> • Academic//Learning Development A1, A2, and A3 • Personal/Social Development A2 and C3	Computer Concentration Game about Administration, Faculty , & Staff  Get Acquainted Games / Trust Activities  School Scavenger Hunt  Lessons on Time Management, Study Skills, Team Building, Goal Setting, and Working with Teachers  Barbeque with Administration	Flyers Advertising the Institute  Computer & Projector  Instructions for School Scavenger Hunt  Prizes for Games  Handouts on Time Management, Study Skills, Goal Setting, Getting Involved  Student Planners  T Shirts  Counselors, Student Body Officers, and Administrators	At the end of the institute, students will be asked to complete an evaluation form.	08/13/2007 to 8/16/2007 from 11:00 p.m. to 12:00 p.m. each day	200 Students

Signature on File  
**Principals Signature**

5/30/2008  
**Date**

6/7/2007  
**Date of Staff Presentation**

Nancy Karpowitz  
**Prepared By**



## **Utah CCGP – Closing the Gap Results Report (Small Group) 2007-2008**

**School:** Riverton High School

**District:** Jordan School District

**Target Group:** Incoming Sophomores to Be Tracked through their Senior Year

**Target Group selection is based upon:** Randomly Selected Students with a Cumulative GPA in the 1.5 – 2.5 Range at the End of 8<sup>th</sup> Grade

### **ABSTRACT**

This is the fifth and final year of a joint longitudinal study between Riverton High School and its cone feeder schools to measure the impact of regularly scheduled student meetings with counselors on GPA. Target and control groups consist of randomly selected students with GPA's in the 1.5 – 2.5 range at the end of 8<sup>th</sup> Grade. The original plan was for counselors to meet individually with students, evaluate their progress, and set goals for improvement two times per term for four years. That proved to be an unrealistic goal, so the project was modified to include two meetings per term in 9<sup>th</sup> and 10<sup>th</sup> grades, one meeting per term in 11<sup>th</sup> Grade, and one meeting per semester in 12<sup>th</sup> Grade. This was still very time-consuming. In addition, results from 2006-2007 year's study were not as consistent in demonstrating a positive trend as the results from 2005-2006, and most of the improvement in GPA seemed to occur at the middle school level. High school counselors questioned whether it was worth it to continue to invest the time that the study with the small positive trend that was noted for the target groups. However, instead of just dropping the project completely at the high school level, this year's project compares the progress of the incoming target and control groups as well as groups from previous years to determine the impact of no intentionally scheduled meetings at the high school level.

### **PROJECT DESCRIPTION**

#### **Introduction:**

This is the fifth year of a joint longitudinal study for the Riverton High cone. The original plan was for middle school counselors to meet with a target group of students with GPA's in the 1.5 – 2.5 range two times per term during the 9<sup>th</sup> grade year and for high school counselors to continue meeting with these students two times per term until the end of their 12<sup>th</sup> grade year. When control groups were added to improve the validity of the study, modifications were also implemented to make the project more manageable. Revisions called for two meetings per term in 9<sup>th</sup> and 10<sup>th</sup> grades, one meeting per term in 11<sup>th</sup> Grade, and one meeting per semester in 12<sup>th</sup> Grade. However, even with modifications, it became too time-consuming to meet with, set goals, and track the progress of the target groups at each grade level as well as to track the progress of students in the control groups at each level. In addition, most of the improvement in GPA seemed to occur in 9<sup>th</sup> Grade. However, instead of just dropping the project at the high school level, this year's project compares the progress of the incoming target and control groups as well as groups from previous years to determine the impact of no intentionally scheduled meetings with the target groups at the high school level.

Students involved in the project were selected by the three middle schools in the Riverton High cone. Originally, there were just two feeder schools. Every year, the feeder schools identify 20 students per school to participate in the project as well as 20 students per school to serve as a control group. Selection is based on cumulative GPA in the 1.5 – 2.5 range at the end of 8<sup>th</sup> grade. Students in the 10<sup>th</sup> Grade target group meet with their middle school counselor two times per term in 9<sup>th</sup> Grade. Students in the 11<sup>th</sup> and 12<sup>th</sup> Grade target groups meet with counselors an average of two times per term during their 10<sup>th</sup> Grade year. Students in the target group for 12<sup>th</sup> Grade meet with a counselor one time during 11<sup>th</sup> Grade to track their progress and set goals. This year, counselors did not meet with any of the students in the target groups for 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> Grade for data project purposes, but GPA data was still collected each term for all target and control groups. Two comparisons were made: Semester 2 to Semester 1 and current year GPA to last year's GPA.

The study correlates with the following UCCGP Student Outcomes: Academic Learning A1, A2, and A3. It also correlates with the following Riverton High Desired Result for Student Learning: Students will achieve higher critical thinking skills as demonstrated by improved student achievement. The study seeks to help students identify areas of concern, learn strategies for improved academic performance, and set GPA goals.

## Participants

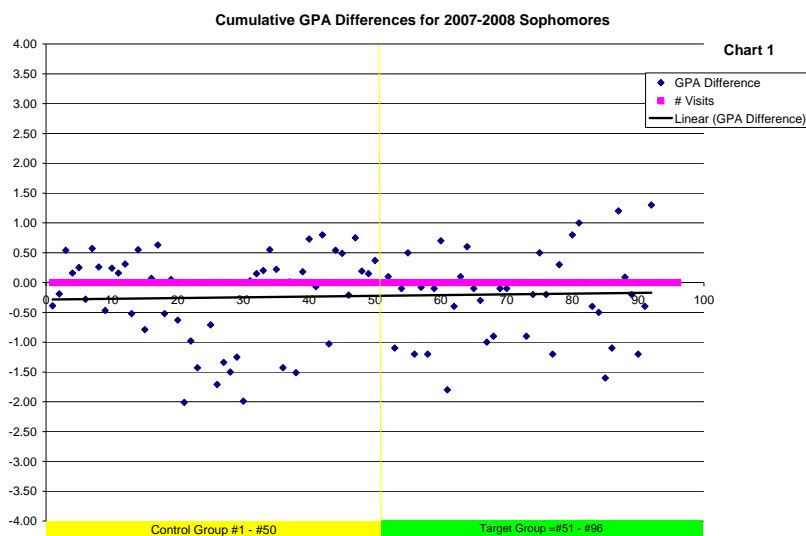
- Number of Students Studied: 96 Sophomores, and 70 Juniors, and 48 Seniors
- Target Group and Control Group: Randomly Selected Students with a Cumulative GPA in the 1.5 – 2.5 Range at the End of 8<sup>th</sup> Grade

## Method

- Guidance Lesson Content
  1. In previous years, prior to each midterm grading period, students in the target group met individually with their counselor to discuss academic strengths, areas of concern, and strategies to improve classroom performance. They set one or two GPA-related goals.
  2. In previous years, toward the end of each term, students met with their counselor for a follow-up evaluation and to set goals for the coming term.
  3. This year, no meetings were scheduled.
- Curriculum and Materials
  1. Lists of Target and Control Groups from Each Middle School
  2. Power School Grade and Attendance Reports
  3. Skyward Report Cards
  4. Database of Student GPA's
- Project Start and End Dates: 8/07 – 8/08
- Evaluation Methods
  1. At the end of each term, record GPA data from District Power School and Skyward.
  2. Compare trends in the GPA's of the target group to those of the control group.
- Counselors(s): Cristy Eastwood, Nancy Karpowitz, Teresa Klanderud, Janeen McMillan, Jerry Payne, and Debi Warr

## RESULTS

For the last four years, a comparison of the difference in the cumulative GPA trends suggested that individual meetings with students on a regular basis may have a positive impact on GPA even though the GPA's of both the target groups and control groups fluctuated both positively and negatively.



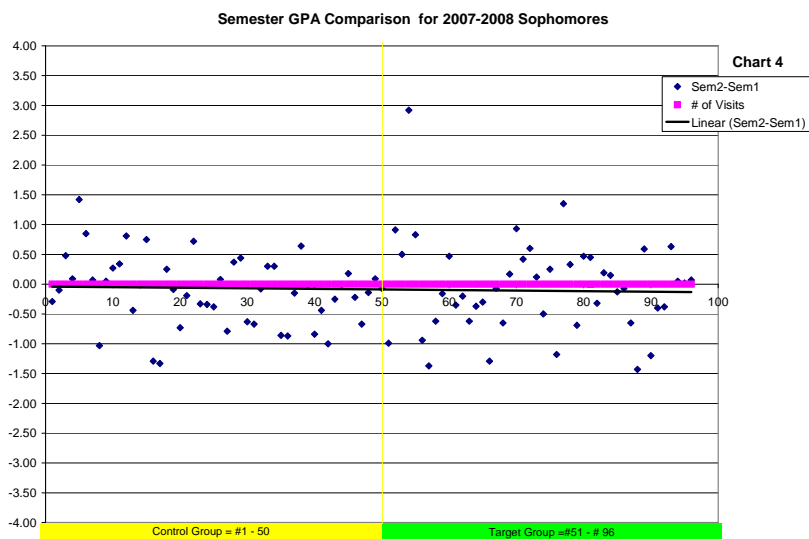
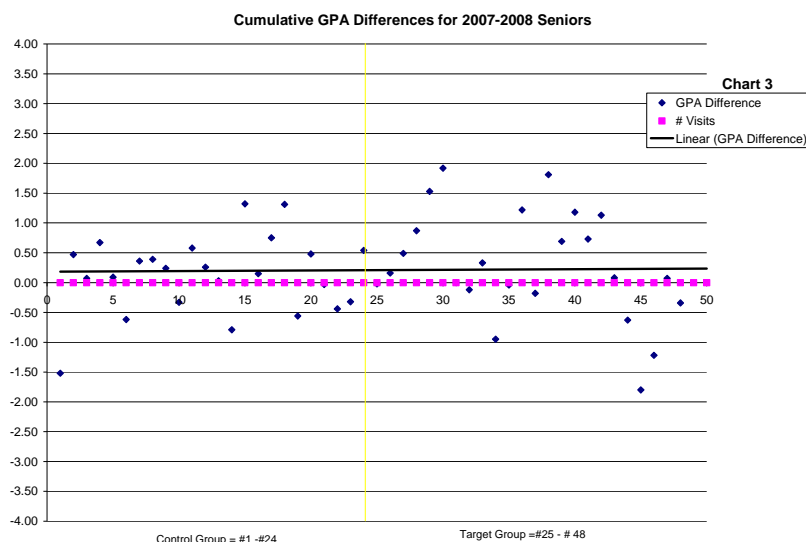
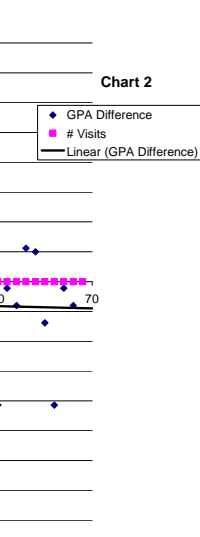
This year, a comparison of the difference in the average cumulative GPA trends showed similar fluctuations in GPA. This year, however, there was a reversal from the trend from previous years for GPA. In the target group, only 32% of the students had an increase or no change in cumulative GPA while 53% of the students in the control group showed an increase. When examining decreases in cumulative GPA, 47% of the students in the target groups showed declines as compared to only 23% of the students in the control group. (See Chart 1) This reinforces the belief that counselor intervention in previous years had a positive effect on GPA with the target



group. While the trend line indicates a slight positive trend, this is probably due to the fact that the target group had a higher average cumulative GPA at the end of 9<sup>th</sup> Grade and is another indication that the counselor intervention at the middle school level had a positive impact on the target group. With no interventions at the high school level this year, both groups experienced an average decline of .26 points in their GPA. The Target group decreases from an average of 2.14 to 1.88, and the control group decreased from 1.91 to 1.63.

A comparison of cumulative GPA data for this year's juniors also supports the belief that counselor intervention had a positive impact on the target group. In the target group of juniors, 64% of the juniors had an increase in their average cumulative GPA while 57% of the students in the control group showed an increase. When examining decreases in average cumulative GPA, 73% of the students in the target groups showed declines as compared to only 57% of the students in the control group. (See Chart 2) Both groups experienced an average decline in their GPA, but without any counselor intervention this year, the target group of juniors experienced a .21 decrease while the control group only had a .13 decrease.

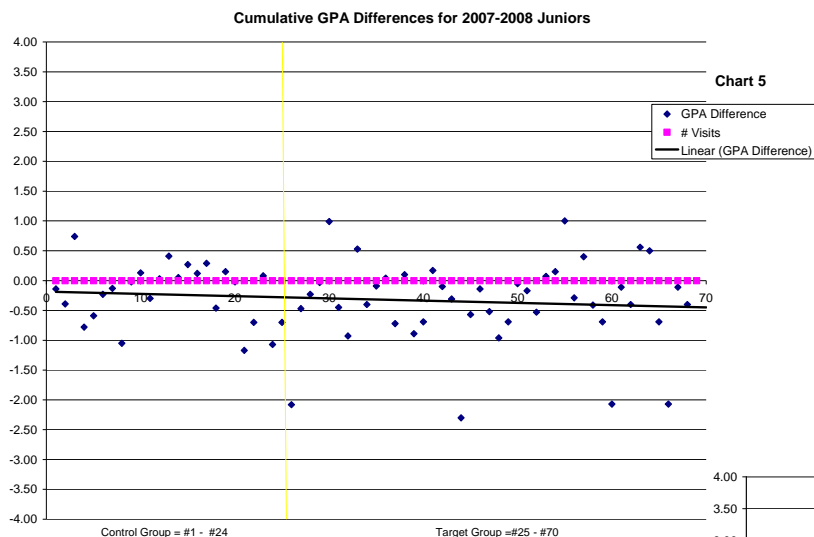
The seniors in this year's target group did not have any counselor intervention last year. A comparison of the average cumulative GPA data for this year to the data from last year for the senior target group showed that even though 64% showed an increase, there was an average .4 decline in average GPA. While only 32% of the senior control group showed an increase in GPA, this group showed no decrease in average GPA. (See Chart 3) It is interesting to note that the overall average cumulative GPA for the target group was 2.37 as compared to 1.95 for the control group. This suggests that the interventions in 9<sup>th</sup> and 10<sup>th</sup> Grade did make a difference.



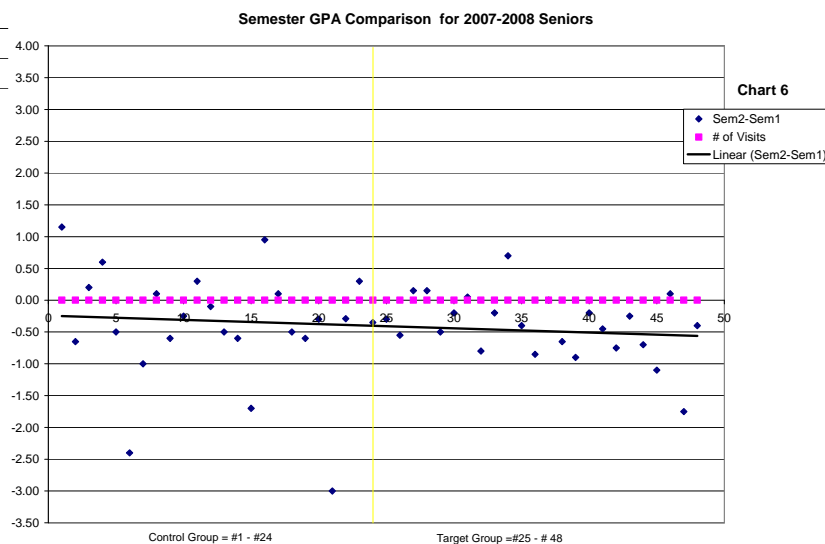
As an added measure of comparison for all three grade levels, the average GPA for 1<sup>st</sup> Semester was compared to the average GPA for 2<sup>nd</sup> Semester. (See Charts 4, 5 & 6) These charts show that for all three grade levels, there was a decline in average GPA from 1<sup>st</sup> Semester to 2<sup>nd</sup> Semester. As with comparison of average cumulative GPA students in both the target and control had both positive and negative fluctuations in GPA from term to term and from semester to semester. In the 10<sup>th</sup> Grade target group 48% of the students showed increases in

their GPA as compared to 52% who showed declines. Overall students in the 10<sup>th</sup> Grade target group had a .03 decline in GPA. In the 10<sup>th</sup> Grade Control group, 38% of the students showed increases in their GPA as compared to 62% who showed declines. Overall students in the 10<sup>th</sup> Grade control group had a .12 decline in GPA. The average current year GPA for students in the 10<sup>th</sup> Grade target group was 1.92 as compared to 1.63 for the control group.

In the 11<sup>th</sup> Grade target group 39% of the students showed increases in their GPA as compared to 61% who showed declines. Overall students in the 11<sup>th</sup> Grade target group had a .10 decline in GPA. In the 11<sup>th</sup> Grade Control group, 46% of the students showed increases in their GPA as compared to 54% who showed declines. Overall students in the 11<sup>th</sup> Grade control group had a .18 decline in GPA. The average current year GPA for students in the 11<sup>th</sup> Grade target group was 1.99 as compared to 2.09 for the control group.



In the 12<sup>th</sup> Grade target group 29% of the students showed increases in their GPA as compared to 71% who showed declines. Overall students in the 12<sup>th</sup> Grade target group had a .33 decline in GPA. In the 12<sup>th</sup> Grade control group, 33% of the students showed increases in their GPA as compared to 67% who showed declines. Overall students in the 12<sup>th</sup> Grade control group had a .41 decline in GPA. The average current year GPA for students in the 12<sup>th</sup> Grade target group was 2.73 as compared to 2.30 for the control group.



It is interesting to note that two years had passed since target group seniors had experienced counselor intervention as outlined in the data project, and their trend line showed largest decline in average cumulative GPA. However, the target group of seniors still had a higher GPA than the control group of seniors. While the sophomores experienced less of a decline in current year GPA, the target group of sophomores had the lowest current year GPA, and they only had one year of counselor intervention as determined for the purposes of this data project. Both the junior and senior target groups experienced counselor intervention in 9<sup>th</sup> and 10<sup>th</sup> Grade.

## DISCUSSION

Last year, even with the help of an intern who was assigned sole responsibility for tracking students in the 10<sup>th</sup> Grade target group during 2<sup>nd</sup> Semester, counselors struggled to fit in the required meetings for the data project. This was due in large part to additional demands on their time because of increasing student enrollment and the increasing number of students to be tracked at the high school level. In addition to the challenges of trying to have regularly scheduled meetings with so many students, data tracking was becoming a time-consuming task that required significant overtime in order to not impact direct services to students. Furthermore, student absences and teacher concerns about releasing students from class when they were sent for contributed to the difficulty of meeting with each student the desired number of times.

Even with the challenges with meeting the goals of the project with each successive year, there was some indication that counselor intervention did have somewhat of a positive impact on students' GPA. However, the interventions that were the focus of the data project reached only a small number of students, so alternate ways of providing counselor access to students in this target group needed to be explored. Meanwhile, rather than dropping the project completely, tracking students in both the target and control groups for one more year provided some significant data about what happens in the absence of counselor intervention as outlined for the purposes of this project. It was interesting to discover that the impact of counselor intervention was more apparent in the absence of intervention. In previous years, only a slight positive trend was noticed, but this year's data shows a marked decline in the absence of counselor intervention in comparison of trends in both cumulative and current year GPA's.

Over the past five years, this longitudinal data project had shown that in spite of fluctuations in GPA, intervention has an overall positive impact on student performance. It also shows that in the absence of intervention, students are more likely to experience a decline in GPA. This data project influenced only a small percentage of the students at Riverton High School, but the results of the project support the implementation of school-wide advisory groups at Riverton High next year. In addition to teachers being assigned as mentors to groups, counselors will team up with administrators to be mentors for students. Once a month, as part of advisory groups, all students will review their current grades with their mentor and set goals for the coming month. There will still continue to be both positive and negative fluctuations in GPA that are affected by other factors than just meeting with a mentor and setting goals, but this study helps reinforce the idea that counseling with students about their grades serves an important purpose in advisory groups.

# Utah CGP Closing the Gap Action Plan (Small Group) 2006-2007\*

Develop this plan at the beginning of the school year and include a copy with the results Report due to USOE by June 15, 2008

**School:** Riverton High School **District:** Jordan School District

**Target Group:** Randomly selected students with a cumulative GPA in the 1.5 –2.5 range at the end of 8<sup>th</sup> grade.

**Target Group selection is based upon the following data/information/school improvement goal:** This is a joint project in which middle school counselors in the RHS feeder schools will identify 20 students per school based on cumulative GPA at the end of 8<sup>th</sup> grade. They will meet with students during the 9<sup>th</sup> grade year, and high school counselors will track student progress through 12<sup>th</sup> grade. A control group of 20 students per school will also be tracked. This is the last year of a six year study. Modifications were made in the study each year.

Intended Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<p>Students will identify strategies and set goals to help them Increase their GPA's.</p> <p>Student's will improve their GPA's.</p>	<p><u>RHS DRSL:</u> Students will achieve higher critical thinking skills as demonstrated by improved student achievement</p> <p><u>UCCGP</u> <u>Student Outcomes:</u> Academic/ Learning Development A1, A2, &amp; A3</p>	<p>In previous years, selected students met individually with their counselor to set GPA goals and identify strategies to reach their goals.</p> <p>With increased enrollment, this was no longer feasible, so we decided to see how the target groups performed without any interventions</p>	<p>Power School Grade and Attendance Reports</p> <p>Delta System Report Cards</p> <p>Lists of Target and Control Groups from the Middle Schools.</p> <p>Lists of Target Groups and Control Groups already in place at RHS</p> <p>Database of Student GPA's.</p>	<p>Access and measure increase or decrease in GPA data gathered from Power School and the district Skyward System..</p> <p>Compare trends in the GPA's of the target groups to those of the control group.</p> <p>Compare how previous RHS target groups performed this year without interventions to their performance in past years with interventions.</p>	8/07 – 8/08	60 students at each grade level

Signature on File

**Principal's Signature**

05/30/2008

**Date**

08/21/2007

**Date of Staff Presentation**

Nancy Karpowitz

**Prepared By**

\*Adapted from the ASCA national Model for School Counseling Programs



## Electronic Data Reporting Template

### Guidance Activities Results Report (Large Group)

**School:** Valley High School

**Target Group:** 11<sup>th</sup> and 12<sup>th</sup> grade students

**Target Group selection is based upon:** Grades and attendance.

**Key Word:**

### ABSTRACT

The goal of our project was to increase retention rates for high risk students and improve academic performance. We targeted students with two or more absences or who had a D in one or more classes at midterm first quarter. Grades and attendance were pulled from Power School at midterm. Students who met our criteria received personal contact from their counselor or assistant principal. We took first quarter grades and compared final pass rates (C or above) with our mid term data. Of the students contacted 20% passed all of their classes with a C or higher and had no more than two absences in their classes.

### PROJECT DESCRIPTION

#### Introduction

- Student Outcome: Academic Learning Development

#### Participants

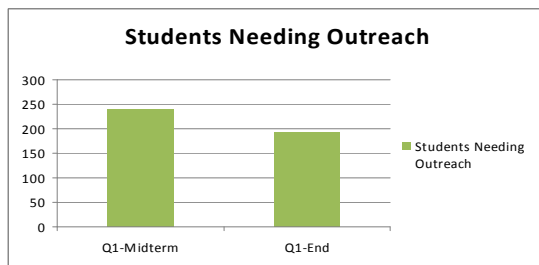
- 240 11<sup>th</sup> and 12<sup>th</sup> grade students
- Any student who had a D at midterm, or had two absences in any given class.

#### Method

- Access to Power and School and first quarter report cards.
- Start date: Sept. 22, 2007
- End date: Nov. 2, 2007
- Evaluation methods: Grades and attendance
- David Tangaro, Valorie Brandt, Raylene Glover

### RESULTS

Data provided positive outcomes. Of students involved in the intervention 20% received grades of C or higher and maintained acceptable attendance in accordance with school policy.



### DISCUSSION

In dealing with a high risk population we feel that 20% (47 students) is substantial. In analyzing the data we realize that students tend to be more motivated at the beginning of the year.

Therefore, we would like to implement this intervention again next year and track students each quarter. Data will be analyzed at the end of each quarter.



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report--Small Group**

**School:** Valley High School

**Target Group:** 11<sup>th</sup> & 12<sup>th</sup> Alternative High School Students

**Target Group selection is based upon:** Social Development

### **ABSTRACT**

Based on multiple research studies we found that among many benefits service learning facilitates critical thinking skills, a situation for students to apply their knowledge within the community, and increased personal and civic responsibility. Participants were referred through various channels, including school psychologist, counselors, administrators, teachers, parents, or self. Students met in groups twice weekly with counselors and or school psychologist. Groups completed various service learning projects throughout the year.

### **PROJECT DESCRIPTION**

#### **Introduction**

- Student Outcome: Personal Social Development DRSL: Practical Applications of Knowledge

#### **Participants**

- 84 – 11<sup>th</sup> and 12<sup>th</sup> grade students
- Any student referred by above mentioned people.

#### **Method**

- Service learning, self-empowerment, community awareness, citizenship, self-worth
- Newspapers, service learning skill development, work books
- Start Date: Aug. 27, 2007 Ending Date: May 27, 2008
- Lessons were presented in peer leadership groups
- Evaluations methods included a pre and post test.
- David Tangaro, Valorie Brandt, Raylene Glover

### **RESULTS**

The pre test indicated that 98% (71 students) did not have any prior experience with service learning and were unsure about their ability to have an impact on self, family, and community. The post test revealed a dramatic shift in their attitude and beliefs regarding their ability to contribute to society. The data collected showed 94% (79 students) of the participants felt confident they could make a difference in their own life, their immediate family as well as the community.

### **DISCUSSION**

The data indicates that service learning is a worthwhile project. In post assessment surveys students reported that they experienced first hand ways they could make a difference for their community. A majority of students also commented on the personal satisfaction and positive feelings they experienced.



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** West Jordan High School (Jordan School District)

**Target Group:** Senior Class

#### **Target Group selection is based upon:**

Approximately 22% of our students qualify for free/reduced lunch or fee waivers, and many others have significant difficulty paying for post secondary education.

### **ABSTRACT**

Due to the socioeconomic status of much of our school's population, we have a large number of students on fee waivers and free/reduced lunches. Many of our students have a difficult time paying for post-high school education. This study was designed to evaluate our efforts on behalf of our students. Our goal is to provide ample opportunity and information in the procurement of funding for post-high school education/training. Several strategies were implemented at WJHS to disseminate information. Visits were made to each senior English class; a scholarship bulletin was published once or twice per month and posted on bulletin boards in each English classroom and outside the Counseling Center. Individual copies were available to students who requested one, and application forms for all advertised scholarships were available to students. This year, 123 students received scholarships that totaled \$1,526,825. This figure represents 28% of the senior class and 41% of students who plan to enroll in higher education.

### **PROJECT DESCRIPTION**

#### **Introduction**

Guidance Content      SEOP's  
                                 Classroom visits  
                                 College Tour  
                                 Financial Aid Night

CCGP DRSL              Standard 9 – Guidance Curriculum  
                                 Standard 10 – Career exploration and development

#### **Curriculum/Materials**

Scholarship Handbook  
Scholarship Bulletins  
"Accomplishment Chart"  
ACT/SAT information

Utah Mentor  
Lists of Post-Secondary options

Start/End Dates      October 07 – June 08

Students Impacted    448

**Participants**

Target Group          Senior Class

Selection Basis        Approximately 22% of our students qualify for free/reduced lunch or fee waivers, and many others have significant difficulty paying for post secondary education.

**Method**

Presentation          Senior English Classes  
Individual appointments with Scholarship coordinator

Evaluation             All seniors will be surveyed at year-end regarding their post high school plans and scholarship offers.

**RESULTS**

Curriculum/Materials

Scholarship Handbook  
Scholarship Bulletins  
Utah Mentor  
Senior Survey

Start/End Dates      October 2007 – June 2008

Students Impacted    448 students

Results Data           257 scholarship offers received (\$1,526,825)  
123 seniors received scholarships  
447 seniors enrolled at the end of Quarter 4  
301 seniors plan on post-high school education/training  
28% of seniors received scholarships  
41% of college bound seniors received scholarships



## DISCUSSION

### Implications

Counseling department guidance activities appear to have a positive impact on the amount of financial assistance granted to our students. We will continue to work in this important area.